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ABSTRACT

This paper addresses how fear and hate have had an impact on the ways in which people and nations behave. A study of World War II reveals to people the terrible consequences of fear and hate. After this long war ended, many hoped that the United Nations would put an end to warfare and the acts that had nourished hatred. Using the theme of "Fear and Hate vs. Hope and Cooperation" to study World War II, teachers can address World War II in a meaningful way with children of different ages, abilities, and interests. Suggestions are given for discussion questions, trade books, large and small group activities, and interviewing techniques. (EH)

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FEAR AND HATE VS. HOPE AND COOPERATION

LESSON IDEAS EXAMINING AN IMPORTANT LESSON FROM WORLD WAR II

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Rationale: Today and throughout history fear and hate have impacted the ways in which people and nations behave. World War II the event that many historians consider the single most important event of the 20TH century is no exception. In fact its study reveals to us the terrible consequences of fear and hate. Yet, World War II is sometimes referred to as the "good war" because in the middle of all the negative consequences there still remained in many the hope of freedom and a good life for all. Those longing for freedom joined together and cooperated to bring an end to a hateful situation. At the end of the war people celebrated what had at many times appeared unattainable and planned for a better world in peace. In the minds of many was the hope that the United Nations would put an end to warfare and the acts that had nourished hatred. Using the theme of Fear and Hate VS. Hope and Cooperation to study World War II, teachers can address World War II in a meaningful way with a wide variety of children of different ages, abilities, and interests.

Objectives:
Among the objects that a teacher can do in the lesson are:
1. Students identify events, actions, and words that cause people to become fearful and/or to become hateful.
2. Students define hate as an intense emotion that often leads to violent behaviors that result in physical or emotional harm (hurt) to others and to the self.
3. Students explain how World War I, the Versailles Treaty , and the world wide depression (or individual events that are a part of them) created in the minds of some individuals fear and in the minds of others hate and the desire for revenge.

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4. With the assistance of teacher prepared questions, students respond to the resources presented for the lesson by expressing their feelings about the resources and by predicting the feelings of the author or subject of the resource. Students also predict the consequences of those viewpoints and, based upon consideration of the consequences, identify ways they believe are the most appropriate behaviors for the individuals to make.
5. Students identify similar conflicts and choices that people living in their own community, nation, or other nations make today.
6. Students identify ways that they would like the U. S. government and/or U. S. citizens to act toward those conflicts.
7. Students list things that they and their friends can do and say to encourage hope and cooperation and reduce fear and hate as they encounter others.
8. Students make statements that describe what governments can do to encourage hope and cooperation among people and nations.

Procedures:

Exploration/ Introduction:

Ask students: "Have you ever personally experienced fear or seen a movie in which a character clearly had to face fear?" Ask: "Tell us what happened to cause the fear and how you or the character(s) behaved." Ask: " If you encountered the same fearful situation again, would you do the same thing again?" "If you could have done something else, what that would have been?" Ask: "Can fear cause you to behave in ways that you would not ordinarily behave?" Ask: "In addition to fear what other feelings prompt people's behaviors?"

Explain that during World War II people often encountered emotional situations, not all of which were fearful, but all prompted individual behavior. In this lesson we will be exploring some of the feelings and reactions that World War II prompted people and their governments to make. Our lesson many also extend to situations that happened after World War II and might prompt the same kinds of feelings and behaviors that people had during World War II.

General activity description:

The recommended classroom activities for the lesson are

those that provide for students to discuss and debate the merit of a variety of people's views as expressed in quotations, poems, art, and/or stories. Students might also seek out the views of adults especially those who lived through the war concerning the events of the war, homefront, and post-war period. Teachers should select those portions of books, quotations, cartoons, posters, pictures, and film clips that they believe appropriate for their class to view and to which they can respond in both an emotional and rational way. Teachers who have obtained the starter kit from the World War Ii Anniversary Commission will find that the three charts are good resource of pictures and events to use in this exercise. A few additional resources are attached and may be duplicated for use in the lesson. Teachers might also want to add items from a local source such as a newspaper or historical society.

The resource list included suggests books and picture sources. Teachers may also want to examine the pictures in chapters of their textbook beginning with the peace following WWI through the Cold War period. Selected pictures can be marked in books with paper clips. Examining pictures, quotations, cartoons, audio tapes, and posters is a good group project provided the teacher supplies clear directions on the procedures and the list of questions below for each group to consider for each type of resource. A class discussion needs to follow in which students share their observations and reactions.

Questions designed for small groups to use to attain the objectives described above include:

1. Summarize the message being given in the photography, tape, or statement. Do you believe the message the speaker or artist is providing? Why? Do you think people living at the time of WWII would feel the same?
2. Do you see or hear any evidence of fear, hatred, hope, or cooperation in the quotation, picture, poster, or tape? Who or what is the object of the fear, hate, hope or cooperation? Can you tell the reason for the fear, hate, hope, or cooperation that you observe? What might be an action that a person who sees or hears this would take?
3. What is your personal response to the picture, cartoon or words? Does everyone in your group agree? Do you have any of these same

feelings of fear, hate, or hope?
4. Can you think of any individual or group of people who would see the message in a very different way? How do you feel toward that individual or group? Do you think the source of the words or picture intends to evoke different responses from people?
5. Can you identify the artist or author of the photograph, cartoon, quotation, etc. by name? Do you think the person is a leader? Can you tell from what nation the author comes?
6. Chronologically is the item, picture, cartoon, quote or comment from a time before, during or after World War II?
7. How is the object, attitude, or feeling related to World War II? How might it be a cause or consequence of World War II?

In the class discussion following the small group work the teacher may wish to have groups share only a portion of their answers to increase class participation and then ask some new questions which ask the students to summarize the classes experiences and thoughts for the lesson such as:
1. Which leaders' or nations' words seemed to evoke the greatest feelings of hope, cooperation, fear, or hate?
2. Did something that started with good ideals and intensions turn into something with bad consequences? Did anyone foresee or try to stop the bad consequences? Is it ever possible to do this? How?
3. Does the end justify the means?
4. What are your fears and hopes today?
5. How do you cooperate with others? How does the U. S. as a nation cooperate with others in today's world? With whom is it necessary to cooperate or do we need to always cooperate with everyone and every nation? Why?
6. If the people of a nation have a great amount of fear, what kind of a leader do they select?
7. If the people of a nation are fearful, are they willing to give up some of their personal freedom? Is this a good thing or a bad thing?
8.What are some actions that people can take to become more hopeful?
9. What in the world gives you hope? What tends to bring you fears and hate? What can you and other people do to reduce fear and hate and increase hope? What can our leaders do?
10. Did World War II really end with the surrender of the Japanese

government?

Localizing and personalizing the study through interviews:
This activity will take several days of class time to introduce and at least one class period to summarize. Interviews may be conducted outside of class time.

Depending on the age of the students, teachers may ask all students to do one or more interviews or do the interview as part of a group. With very young students the teacher or an adult helper may do and tape record the interview or the individual may come to the classroom to be interviewed and different students might ask the various questions. Students need to listen to their interview and summarize the answers in a sentence or two. These responses are then listed and grouped by type of person interviewed. Some interviewees provide interesting stories and the teacher will want to make available some way for students to share these with others in the class following the forming of the conclusions.

When students interview people questions concerning fear, hate, hope and cooperation, they need to ask as well as some questions of a more general nature. Prepare the students to do the interviews by:

*discussing how to greet people and to ask for and arrange a time for an interview

* practicing asking each other the questions to become familiar with and comfortable askingthe questions

* recording the responses (always ask permission to use a tape recorder and be prepared to record answers in another way if needed.)

Survey Questions of a more general nature:
1. What did you and the members of your family do to contribute to the war effort?
2. Do you remember how you heard about the Pearl Harbor and your response at the time?
3. Do you remember how you felt and what you did when you heard of the surrender of Germany and the surrender of Japan?

4. What changes took part in your life and the lives of your family members after the war?
5. What do you think is an important lesson or two for Americans to learn from WWII?

Survey Questions directly related to fear, hate, hope and cooperation:
1. How did you learn about the events going on in the world before and during WWII?
2. During World War II were you ever afraid? Why or Why not? How did you get over the fear?
3. Who did you consider to be the enemy? What did you think about the enemy? Did you have any special names for them? Do you still feel the say way about them now? Why?
4. When you and your friends discussed the war, what did you talk about? What didn't you talk about?
5. During WWII how did you feel toward the U. S.? Have your feelings changed today? Why?
6. What changes do you see in the way you and American view other people and other nations today?
7. As you look back over the fifty years following the war, can you see any event or series of events that you believe to have been a direct result of things that happened during WWII?
8. If individuals can change events, how should you go about getting the change to happen?

Processing the interview data and making conclusions:

The responses of those interviewed will vary depending upon the age that the person was during World War II. The teacher should try to assign interviewing in a way that males and female veterans, male and female children or teens, and male and female adult civilians are contacted. Male veterans are easier to locate because many belong to the VFW. Female veterans often do not belong to veteran's organiztions, and you may need to contact one of their national or regional organizations for assistance or write a letter to the editor of your local newspaper stating you goals and asking for women who served in the military during WWII to contact the school and teacher. When the interviews are discussed in class, answers should be grouped into those responses common to all

groups and those made by military people, youth, and civilian adults. Depending on the age of your students, you or the students can briefly record answers to quesitons on charts. As a class identify similarities and differences among the responses of the various groups of people interviewed. Conclude your activity by examining the responses for indications of fear, hatred, hope and cooperation and the causes and consequences of these feelings and actions. Then write your conclusions on a separate chart. These you might like to share with others by having them displayed publically or through sharing them with the local media. It is always nice to send or deliver a list of these to those who were interviewed with a brief thank you note.

Resources for use with the lesson

Quotations:

#1. *" Some of them would come up and grab you around the neck and cry on you shoulder. Others would just look and cry. Some of them would throw their arms up in the air and pray. They were mostly the ones who were too weak to stand.... One fellow must have felt that he should give me something....He gave me his little yellow star that designated a Jew."* Delbert Cooper, a soldier with the U. S. 71st Infantry Division, writing to his wife about events on May 5, 1945.
Source: UPDATE: United States Holocaust Museum, May/June 1995, pp.5

#2. *In Germany they first came for the communists and I didn't speak up because I wasn't a communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me - and by that time no one was left to speak up.*
Sources: Pastor Martin Niemoller

#3. *We shall fight on the beaches, we shall fight on the landings grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.*
Source: Winston Chruchhill speech in House of Commons, June 4, 1940.

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#4. *Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose ant foe to assure the survival and success of liberty.*
Source: John F. Kennedy Inaugural Address, January 20, 1961.

#5. *I believe that we should make available to peace-loving peoples the benefits of our store of technical knowledge in order to help them realize their aspirations for a better life. And, in cooperation with other nations, we should foster capital investment in areas needing development.*
Source: Harry S. Truman Inaugural Address, January 20,1949.

Trade Books

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Documents:

On the attached pages. All are from the National Archives.

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"IT'S EITHER THAT OR THE CAT HAS TO STAY WHERE IT'S ORGANIZED!"

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